DOCUMENT RESUME

ED 463 985 SO 032 355

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TITLE The Forts of Old San Juan: Guardians of the Caribbean. Teaching with Historic Places.
INSTITUTION National Park Service (Dept. of Interior), Washington, DC. National Register of Historic Places.
PUB DATE 2000-00-00
NOTE 18p.
AVAILABLE FROM Teaching with Historic Places, National Register of Historic Places, National Park Service, 1849 C Street, NW, Suite NC400, Washington, DC 20240. For full text: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/60sanjuan/60sanjuan.htm.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Built Environment; Heritage Education; *Historic Sites; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; *United States History
IDENTIFIERS *Caribbean History; National Register of Historic Places; *Puerto Rico (Old San Juan); Spanish Colonial Architecture

ABSTRACT

The massive masonry defenses of Old San Juan, Puerto Rico, which were begun in the 16th century, exist today as the oldest European-style fortifications within the territory of the United States. This lesson is based on the World Heritage Site nomination file and the National Park Service Handbook, "San Juan: The Forts of Old San Juan." The lesson can be included in units on colonization in U.S. history and on European settlement and trading patterns in the western hemisphere, as well as on Spain's quest to expand and defend its empire in the New World from the 16th through the 19th century. The teacher's lesson plans provide general information, give educational objectives for students, discuss visiting the site, and list supplementary resources. The student's part includes: "Getting Started"; "Photograph Analysis Sheet"; "Locating the Site" (Maps: Spanish Forts in the Caribbean; San Juan Island, Puerto Rico); "Determining the Facts" (Readings: Discovery and Colonization of Puerto Rico; Evolution of a Defensive System; Commonwealth of Puerto Rico); "Visual Evidence" (Drawing: El Morro; Photo: El Morro and the Western Part of San Juan; Drawing: San Cristobal; Photo: Aerial View of San Cristobal); and "Putting It All Together" (Activities: Spain and Other Colonizers; Comparing an Old City to a New City; Photographing History). (BT)

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The Forts of Old San Juan: Guardians of the Caribbean. Teaching with Historic Places.

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Fay Metcalf, Editor

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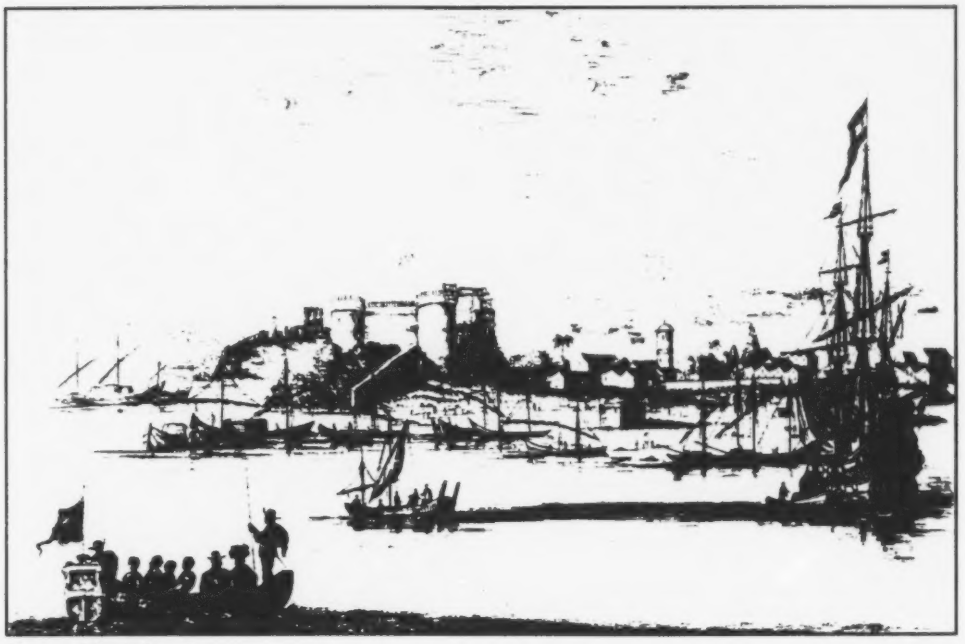
Teaching with Historic Places

Lesson Plan Series

A Program of the National Park Service's National Register of Historic Places

The Forts of Old San Juan: Guardians of the Caribbean



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The ancient stone walls rise majestically above the blue waters of the Atlantic Ocean, simultaneously towering over the harbor entrance and casting their silhouette into the colonial city of Old San Juan, Puerto Rico. Tunnels and staircases wind through the interior, leading back to the time when the fort provided the keystone to protection of the Spanish Empire that spread across the Caribbean.

These massive masonry defenses, which were begun in the 16th century, today exist as the oldest European-style fortifications within the territory of the United States. Now one of the most beautiful spots in Puerto Rico, the battlements illustrate the remarkable work of Spanish military engineers and recall more than 400 years of history in the Americas. The San Juan National Historic Site, as it is now called, represents the past so well that the United Nations has designated it as a World Heritage Site because of its "outstanding, universal" cultural value.

Featuring Reproducible Maps, Readings, Drawings, and Photographs to Enrich U.S. History, Social Studies, and Geography Units on Spanish Colonization and Trade.

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About This Lesson Plan

This lesson is based on the World Heritage Site nomination file and the National Park Service handbook, *San Juan: The Forts of Old San Juan*. Materials on pages 1-12 are designed to be removed and duplicated for students. (See back page for more instructions.) The lesson was written by Rosanna Weltzin, Park Ranger, and other members of the staff of San Juan National Historic Site. It was edited by Fay Metcalf, education consultant, and the Teaching with Historic Places staff. For information on other TwHP lessons, visit the program's Web site at www.cr.nps.gov/nr/twhp.

Where the lesson fits into the curriculum

Topics: The lesson could be included in units on colonization in American history and on European settlement and trading patterns in the Western Hemisphere. *The Forts of Old San Juan* will help students understand the role of Puerto Rico's fortifications in the Spanish quest to expand and defend its empire in the New World from the 16th through the 19th century.

Time period: 1500s-1800s.

Objectives for students

- To explain the strategic importance of Puerto Rico as part of Spain's plan to defend its empire in the Caribbean.
- To understand the evolution of the Spanish strongholds, in particular San Juan's development from a primitive post to a "plaza fuerte" or stronghold.
- To examine how the 1898 Treaty of Paris affected Puerto Rico.
- To learn how historic structures provide a link between the "old" and the "new."
- To investigate a historic site in their community.

Visiting the site

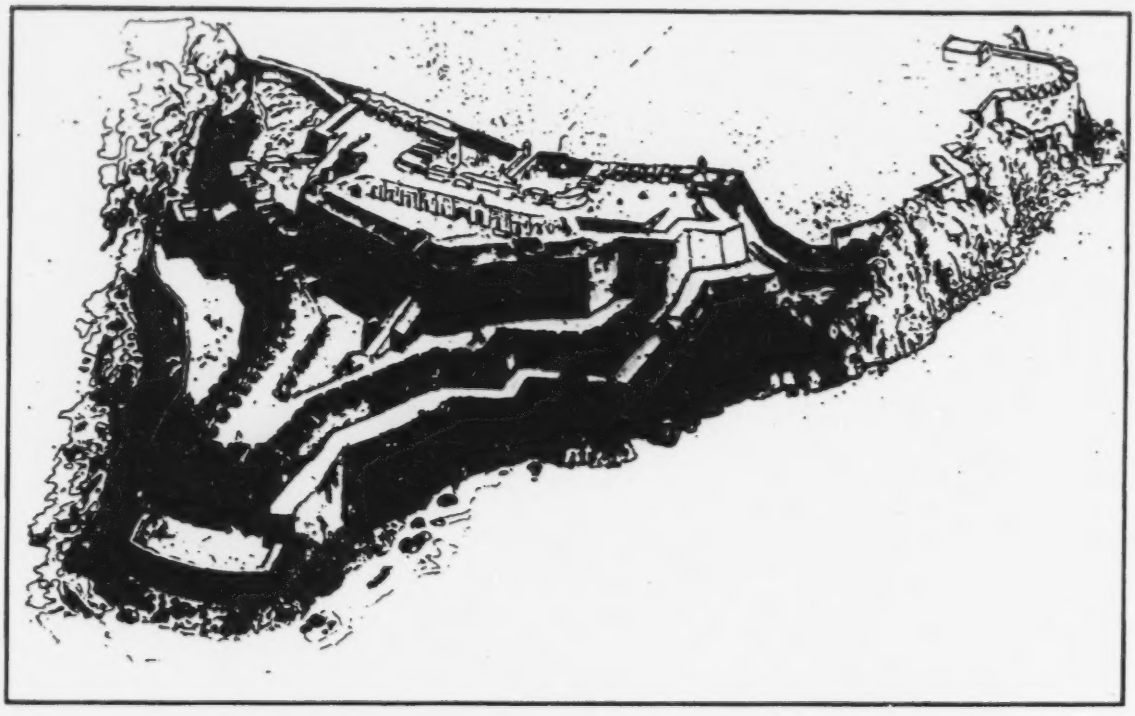
The forts of San Juan, administered by the National Park Service, are located along Norzagaray Street in Old San Juan. They are open from 9:00 a.m. to 5:00 p.m., except for Christmas Day. Free parking is available at San Cristóbal while you are visiting, and free trollies pass the forts every half-hour. For more information, contact the Superintendent, Fort San Cristóbal, Norzagaray Street, Old San Juan, Puerto Rico 00901-2094, or visit the park's Web site at www.nps.gov/saju.

Supplementary resources

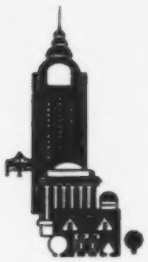
Students (or educators) wishing to learn more about the forts of Old San Juan might want to read: Arturo Morales Carrión, *Puerto Rico: A Political and Cultural History* (New York: W. W. Norton & Co., 1983); Albert Manucy and Ricardo Torres-Reyes, *Puerto Rico and the Forts of Old San Juan* (Riverside, Conn.: Chatham Press, 1973); and J. H. Parry, *The Spanish Seaborne Empire* (New York: Knopf, 1981).

(continued on inside back cover)

Getting Started



Why do you think this structure was built?



Photograph Analysis Worksheet

Step 1

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3

What other information--such as time period, location, season, reason photograph was taken--can you gather from the photograph?

Step 4

How would you revise your first description of the photograph using the information noted in steps 2 and 3?

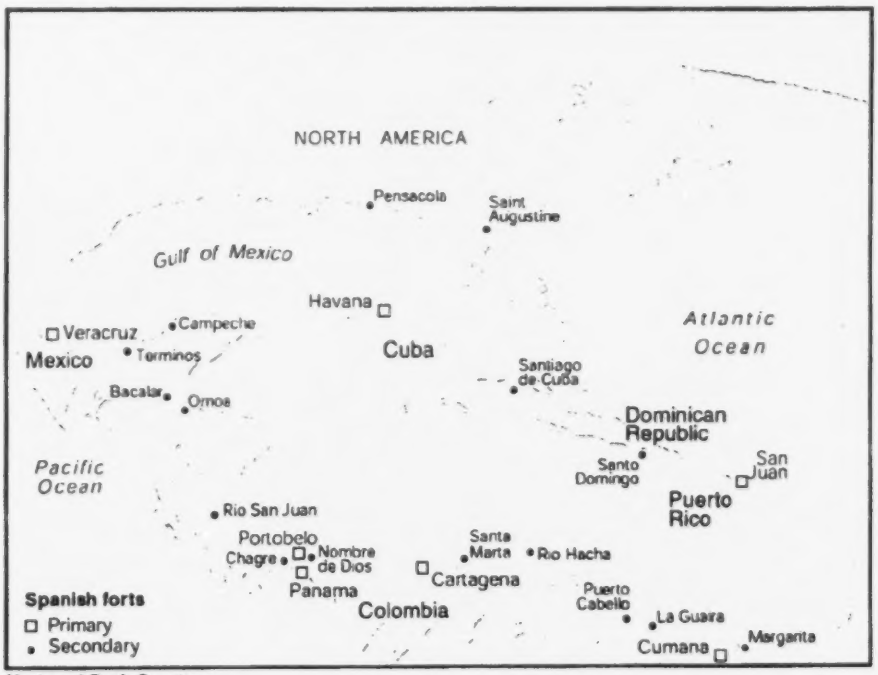
Step 5

What questions do you have about the photograph? How might you find answers to these questions?

Locating the Site

Map 1: Spanish Forts in the Caribbean.

By the 16th century, Spain had found so many riches in the New World that it set up a trading route involving two fleets. Both entered the Caribbean Sea just southeast of Puerto Rico but followed different routes at different times of the year. The *flota*, relatively small ships, left Spain in the spring; the *galeones*, which were larger, left in midsummer. The *flota* collected goods such as sugar, coffee, hides, ginger, and other tropical products from Hispaniola (Dominican Republic), Cuba, and Veracruz, Mexico. The *galeones* picked up gold, silver, pearls, and other precious stones from Cartagena de Indias on Colombia's northwestern coast and Portobelo at the Isthmus of Panama. The two fleets, both of which had to be protected from attacks by armed vessels, met at Havana, Cuba the following spring. Together they sailed up the east coast of Florida, then turned east to return to Spain. They dropped off their cargoes of treasures and raw materials in Spain, then loaded up with supplies and merchandise to take back to the colonies.



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Questions for Map 1

1. Draw a line that shows the approximate route of the *flota*. What goods did the *flota* collect?
2. Draw a line that shows the approximate route of the *galeones*. What goods did the *galeones* collect?
3. What natural forces might have affected these two fleets of sailing ships as they traveled through the Caribbean?
4. Locate San Juan, Puerto Rico. Puerto Rico had few resources compared to Colombia, Mexico, and other countries. Why do you think Spain established a fort there?

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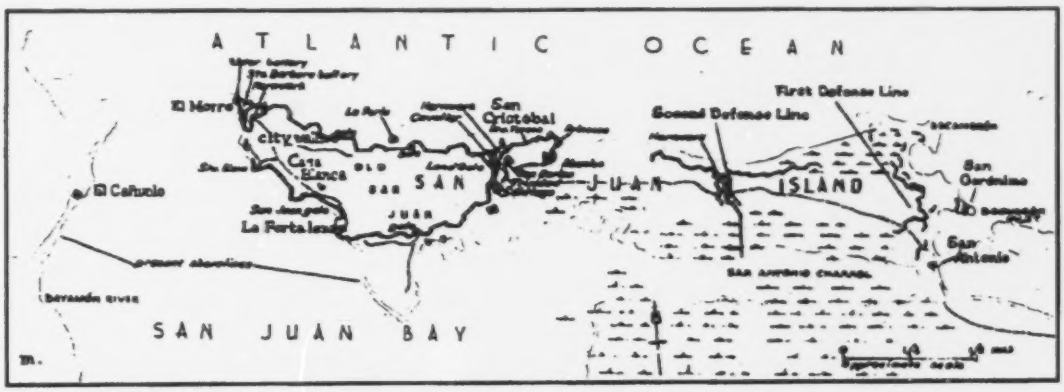
Locating the Site

Map 2: San Juan Island, Puerto Rico.

The Spanish began developing defenses on San Juan Island, a beautiful barrier island on the north coast of Puerto Rico, in the 1530s. Only three and one-half miles long and one mile wide, the island lies where San Juan Harbor meets the Atlantic Ocean. Over the next 250 years, the Spanish built up its fortifications, and each location named on the map was at one point a defensive position.



Drawn by Albert Manucy

Questions for Map 2

1. Where do you think the main fort should have been located in order to defend San Juan from an attack by sea? Why? What about an attack by land? Why?
2. What position seems the least effective in defending San Juan? Why?

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Determining the Facts

Reading 1: The Discovery and Colonization of Puerto Rico

It was during his second trip to the Americas that Christopher Columbus landed on present day Puerto Rico. When he and his crew arrived there in 1493, they found it inhabited by several thousand Arawak Indians, known as Taínos. The indigenous population called the island Boriquén, but Columbus, before continuing on to explore more of the Caribbean, named it San Juan Bautista, Spanish for "St. John the Baptist."

Fifteen years later, a member of Columbus's party returned to the island. He was Juan Ponce de León, the Spanish conquistador who would later become famous for his unsuccessful search for the Fountain of Youth. Ponce de León was the island's first Spanish governor, overseeing a troop of 50 soldiers and a group of settlers. The Spanish soon discovered the harbor we know today as San Juan, but at the time they called it Puerto Rico– "fine or rich port." As the years passed, however, the name of the island and the harbor shifted: Puerto Rico came to refer to the entire island, and San Juan identified the port and the city that grew up around it.

Though the harbor offered a beautiful setting, Ponce de León chose to locate the settlement somewhere else. He selected a wooded site surrounded by hills and swamps about two miles south of the port, giving it the name Caparra. It turned out to be less than ideal for a seat of government or for a military base: the swamps made the location unhealthy and hard to reach, it was located too far from the port to transport goods, and it was difficult to defend. The colonists urged Ponce de León to move the settlement, but he refused. Only an order from the King of Spain reversed Ponce de León's decision.

The colonists chose for a new home a beautiful barrier island along the north coast. It was an excellent location: it overlooked the entrance to San Juan harbor; was open to cooling winds off the water; and had features, such a jagged reef along its ocean side and a craggy steep shoreline on the harbor side, that made it naturally defensible. The transfer of settlers from Caparra to San Juan began in 1519 and was completed in 1521, the year Ponce de León left Puerto Rico to colonize Florida.

The Taínos initially welcomed and helped the Spaniards. Their friendship turned to hostility, however, once the Europeans increased in number, took over land, and kidnapped Taíno women. The Spanish forced many Taínos to labor like slaves to mine gold and produce crops; this work and European diseases quickly pushed the indigenous population towards extinction. Though at first afraid to fight back because they believed the Spanish were immortal, the Taínos learned otherwise when a number of them drowned a Spanish soldier. In 1511, they began to rebel against the Spanish, but their primitive wooden weapons, stone axes, and arrows were no match for Spanish firearms. After their defeat, many fled to the Lesser Antilles, smaller Caribbean islands to the southeast, where they joined forces with the Caribes, a fierce tribe of South American Indians who previously had been their enemies. Together they began a campaign of terror and harassment against Puerto Rican settlers for nearly a quarter of a century.

Puerto Rico became known as the gateway to the Indies, the name that people used to identify the islands of the Caribbean. Through the island possesed little gold or silver, Spanish officials still viewed it as important. Because of ocean currents and winds, both the *flota* and *galeones* passed nearby as they began their trading sweeps through the Caribbean. Puerto

Rico's strategic location also offered relatively easy access to the many claimed lands of Spain's new empire. Government officials decided that, in order to protect the lands they had seized in Central and South America, including their trading route in the Caribbean, they would establish one of their most important forts on the islet of San Juan–what today is known as Old San Juan.

Questions for Reading 1

1. Why was Caparra such a poor location for the first Spanish settlement?
2. How did Spanish colonization affect the Taínos?
3. How did the Taínos react to the Spanish?
4. Why did San Juan become such an important part of New Spain?

Reading 1 was adapted from The Forts of Old San Juan *(Washington, D.C.: U.S. Department of the Interior, National Park Service).*

Determining the Facts

Reading 2: The Evolution of a Defensive System

San Juan's first defensive building was Casa Blanca, a substantial structure used to store weapons and government funds. It also was built to house the first Spanish governor, Ponce de León; he never lived in it, but his descendants did for more than 250 years. Strategists soon began telling the king to improve the defenses: given that Puerto Rico was "the entrance and key to all the Indies...[and] the first to meet the French and English corsairs [pirates]." They also suggested that he "should order a fort built...or the island will be deserted."[1]

The government then built what became known as La Fortaleza (the Fortress). Construction started in 1533, but because it did not have cannons or permanent troops, the building was almost useless for any military purpose. Even if it had had weapons, many observers complained, La Fortaleza was certain to be ineffective because it had no command of the harbor entrance. Gonzalo Fernandez de Oviedo, a Spanish historian who saw La Fortaleza when construction began, reported that "only blind men could have chosen such a site for a fort." The fort should have been built, Oviedo suggested, on *el morro*, a headland at the harbor entrance that stood at the top of a steep slope 100 feet high. Within two years, the Crown approved funds to fortify *el morro*. Its first structure was a round masonry tower called San Felipe del Morro in honor of King Phillip II. The water battery, a semicircular platform intended to hold cannons, was later constructed over the rock at the foot of the slope below the tower.

Funds for construction came from a central government located in Mexico. Known as the vice-royalty of New Spain, it collected taxes from the richest areas and distributed them to areas like Puerto Rico that lacked their own wealth but were crucial to defending Spanish territory and shipping. These government subsidies, known as *situados*, continued through the 18th century, paying for land fortifications, soldiers, and armed ships.

Later events demonstrated why San Juan needed strong defenses. In 1595, Sir Francis Drake, the infamous English buccaneer, unsuccessfully challenged the entrance to the harbor in an attempt to seize a cargo of gold and silver awaiting transport to Spain. Three years later, another Englishman, the Earl of Cumberland, entered the harbor, captured the governor's headquarters, and besieged El Morro, as the fort had come to be known. An epidemic of dysentery soon forced the Earl to abandon his plans to make San Juan a permanent English station in the Caribbean.

After Cumberland withdrew, El Morro's defenses were improved again. Its hornwork (fortifications that resemble the outreaching horns of a bull, intended to cut off the possibility of a land attack) was rebuilt, and a new gun deck overlooking the harbor channel was added. In 1625, a Dutch fleet forced its way into the harbor and captured the city of San Juan. When it laid siege to El Morro from the land side, however, the defenders offered stiff resistance and drove off the Dutch.

Over the next 150 years, San Juan's defenses became more elaborate. In 1645, King Felipe IV remarked, "It is the front and vanguard of all my West Indies, and consequently the most important of them all–and the most coveted by my enemies."[2] El Morro, for example, became a six-level complex that rose 150 feet above the ocean. Cannons could now cover both land and water approches. Other work added storerooms, troop quarters, a chapel, and a prison; ramps, tunnels, and stairways offered access to the different areas of the fort.

El Morro was not the only area the Spaniards strengthened. Among the additional works was a small masonry fortification across the bay to the west of El Morro. Named San Juan de la Cruz (St. John of the Cross), it is usually called El Canuelõ after the tiny island on which it was built. A wooden stockade originally defended this site, but Dutch attackers burned it during their 1625 assault. A stone fort was built in the 1660s to help defend the harbor entrance and the mouth of the Bayamón River, which linked San Juan to inland settlements.

Another fortress developed along the coast about a mile east of El Morro. Castillo de San Cristóbal (St. Christopher Fort) is the largest fortress built by the Spanish in the Americas. Its construction in 1634 started with Fortín del Espigón, located on the northeast edge of Old San Juan. A fortified wall, much of it built with forced labor, gradually enclosed the entire town. Over the next century San Cristóbal developed into an elaborate fort. Covering about 27 acres, it defended the town from land attacks from the east. Its main section was a hornwork that essentially continues the walls surrounding the city. In front of the hornwork were three fortifications: the San Carlos and Santiago ravelins and the Trinidad counterguard; a dry moat surrounded them. Beyond the moat was a sizable *plaza de armas* (open area) that led out to a strong fort whose arrow-shape led it to be called El Abanico (the Fan). Seaward from El Abanico are Santa Teresa, a battery aimed at the ocean, and La Princesa, whose guns could fire towards the sea and land. The highest part of San Cristóbal was the *caballero* (cavalier), a large gun platform on top of the hornwork.

Many of these improvements occurred after King Charles III took the Spanish throne in 1759. He ordered three men in the Spanish army–Field Marshal Alexander O'Reilly, Chief Engineer Thomas O'Daly, and Chief Engineer Juan Francisco Mestre–to make the island a "Plaza Fuerte," or "Defense of the First Order." They modernized and expanded both Castillo de San Cristóbal and Castillo de San Felipe del Morro, thickened the city walls, and built new batteries at various places along the wall. By the end of the 1780s San Juan was one of the most heavily fortified cities in the Americas, so much so that military facilities had taken over much of the old city. These defenses proved their effectiveness in 1797, when they helped Spanish soldiers repulse 7,000 British soldiers besieging San Juan.

Questions for Reading 2

1. Locate La Fortaleza on Map 2. What were the problems with its location?
2. Why did the Spanish choose to fortify "*el morro*"?
3. Locate El Canuelõ and El Morro on Map 2. How could these two work together to defend the harbor entrance?
4. What events led King Charles III to decide to make San Juan a "Defense of the First Order"?

Reading 2 was adapted from The Forts of Old San Juan *(Washington, D.C.: U.S. Department of the Interior, National Park Service); "The Historic Fortifications of San Juan: La Fortaleza and San Juan National Historic Site" (Nomination to the World Heritage List by the United States of America, 1982); and Albert Manucy and Ricardo Torres-Reyes,* Puerto Rico and the Forts of Old San Juan *(Riverside, Conn.: Chatham Press, 1973).*

[1] Albert Manucy and Ricardo Torres-Reyes, *Puerto Rico and the Forts of Old San Juan* (Riverside, Conn.: Chatham Press, 1973), 29.
[2] Ibid., 23-4.

Determining the Facts

Reading 3: The Commonwealth of Puerto Rico

During the 19th century, most of Spain's New World colonies revolted and gained their independence. By the 1890s, the only remnants of the once far-flung Spanish empire were Cuba and Puerto Rico. When a revolution in Cuba sparked the Spanish-American War, a United States naval flotilla bombarded San Juan. This May 1898 barrage caused no great damage, and there was no further United States military action against the city.

Two months later, however, Gen. Nelson Miles landed American troops on the southern coast of Puerto Rico. As his troops were advancing through the outskirts of San Juan, the United States and Spain signed an armistice bringing fighting to an end. On October 18th, the American forces under Gen. John R. Brooke took formal possession of Puerto Rico.

The Treaty of Paris (1898), which officially ended the war, established the San Juan Military Reservation. An Act of Congress in 1903 then reserved it for military use. In World War I, the American military used Puerto Rico much as the Spanish had: it served as an outpost against threats to U.S. shipping, in this case through the newly-built Panama Canal. Other parts of the fort were adapted to new uses, as old bunkers and batteries were modernized and El Morro became part of the sprawling administrative, housing, and hospital complex. Changes continued during World War II. The United States army added coastal defense observation posts and hidden command and communication centers within both El Morro and San Cristóbal; these blocky concrete additions can still be seen. In 1943, the installation was officially designated Fort Brooke in honor of Major General Brooke, who was the island's first American governor.

The status of Puerto Rico also was changing. By the Jones Act of 1917, Puerto Rico had become an incorporated territory of the United States. The territory received partial self-government in 1947, when its residents received the right to elect their own governor. They wrote their own constitution and began electing a non-voting Congressman to represent them in Washington, D.C. Today, the people of the Commonwealth of Puerto Rico are U.S. citizens, but they are unable to vote in presidential elections.

After World War II, the American military decided it no longer needed all of Fort Brooke. On February 14, 1949, El Morro, San Cristóbal, El Cañuelo, the gate of San Juan, and most of the city wall became San Juan National Historic Site, which is administered by the National Park Service. Old San Juan retains many elements of colonial times, such as cobblestone paving, inner patios and courtyards, overhanging balconies, and religious shrines. Its most impressive features remain, as they have for 400 years, the old fortifications that once guarded the city. They now attract more than two million sightseers to America's jewel in the Caribbean. Their historical importance is perhaps best illustrated by their designation as a United Nations World Heritage Site–a place with exceptional and universal cultural value.

Questions for Reading 3

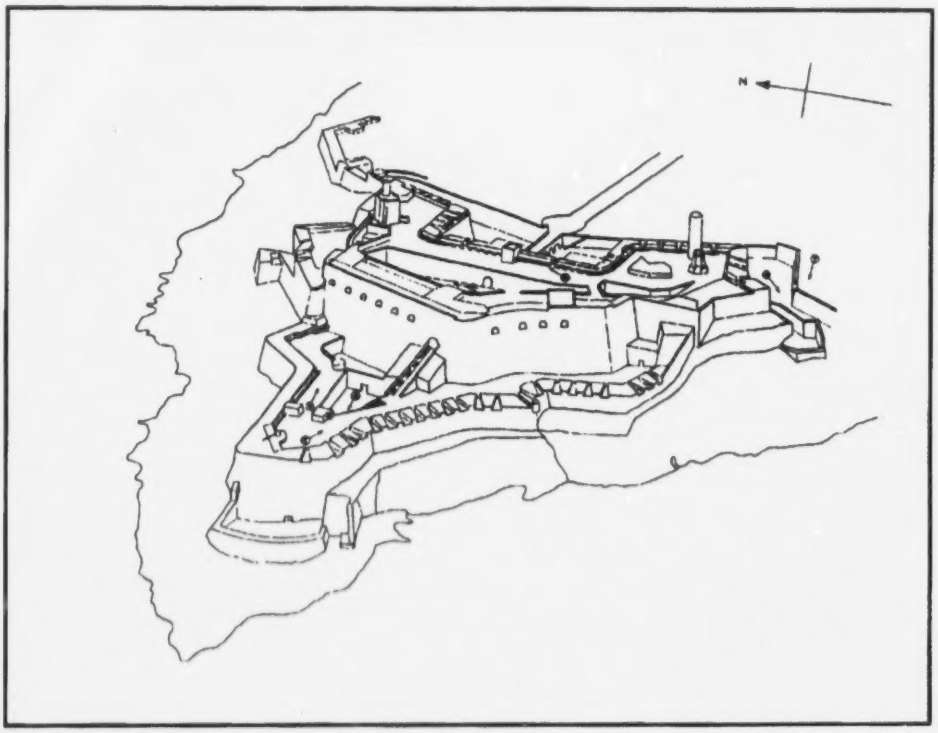
1. How did Puerto Rico become part of the United States?
2. How were the old Spanish fortifications used during World War II?
3. How did the National Park Service obtain several of the fortified sites?

Reading 3 was adapted from The Forts of Old San Juan *(Washington, D.C.: U.S. Department of the Interior, National Park Service).*

Visual Evidence

Drawing 1: El Morro.

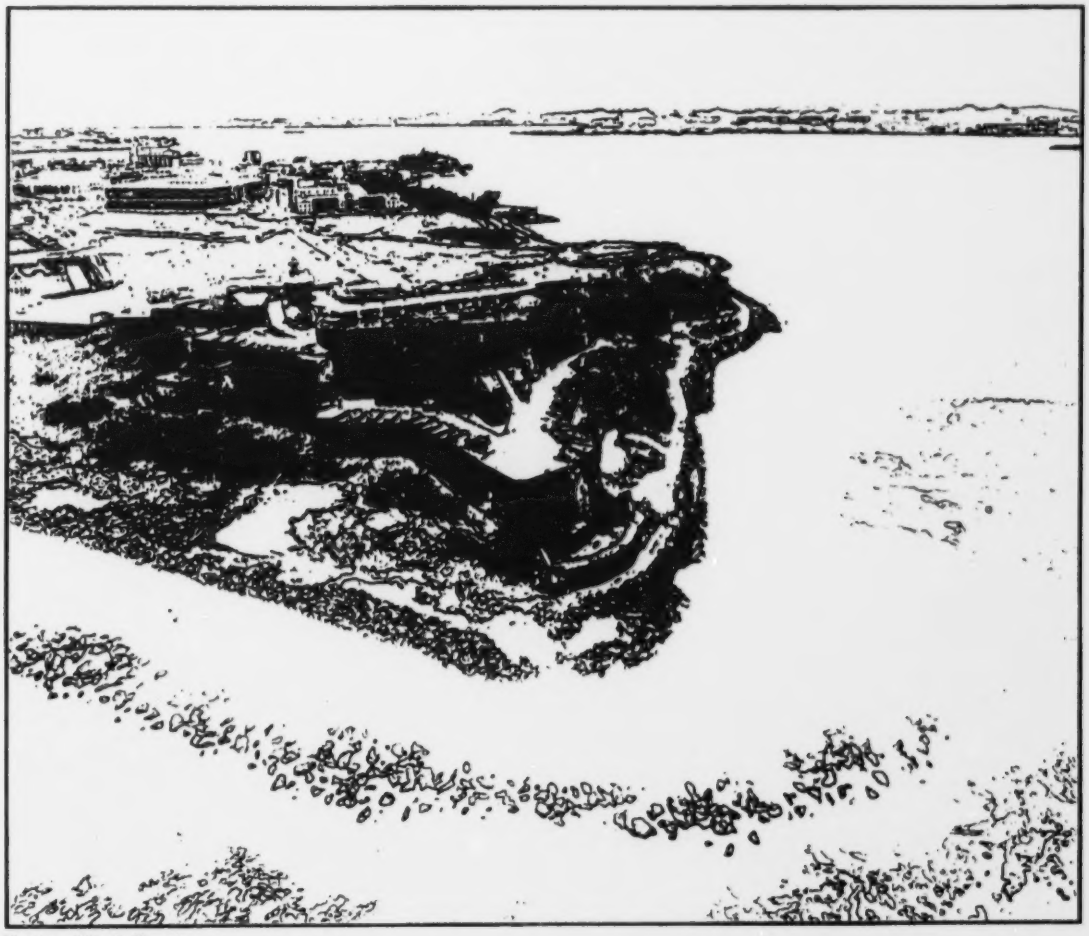
El Morro's natural setting gave it many advantages as the site for a fort. Spanish engineers then built on those features in order to create as strong a defensive position as possible.



Historic American Building Survey, National Park Service

Visual Evidence

Photo 1: El Morro and the western part of San Juan.



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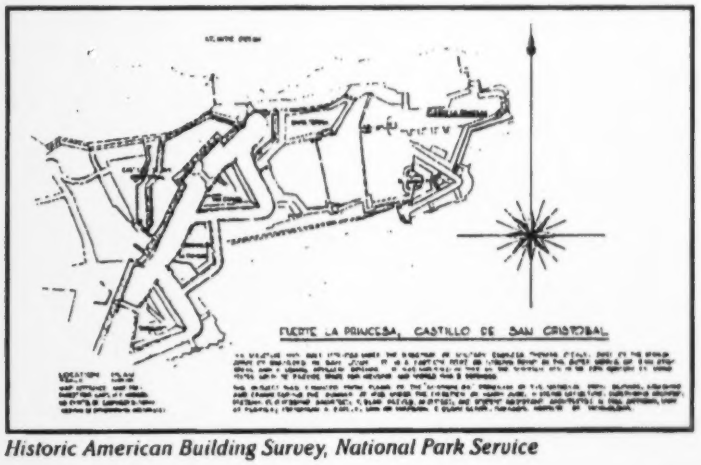
Questions for Drawing 1 and Photo 1

1. What natural features made El Morro a good place for a fort? (Referring back to Map 2 may be helpful.)
2. How did the Spanish build so as to take advantage of those natural features?
3. Why do you think they added the *glacis*, the grassy area between El Morro and the town?

Visual Evidence

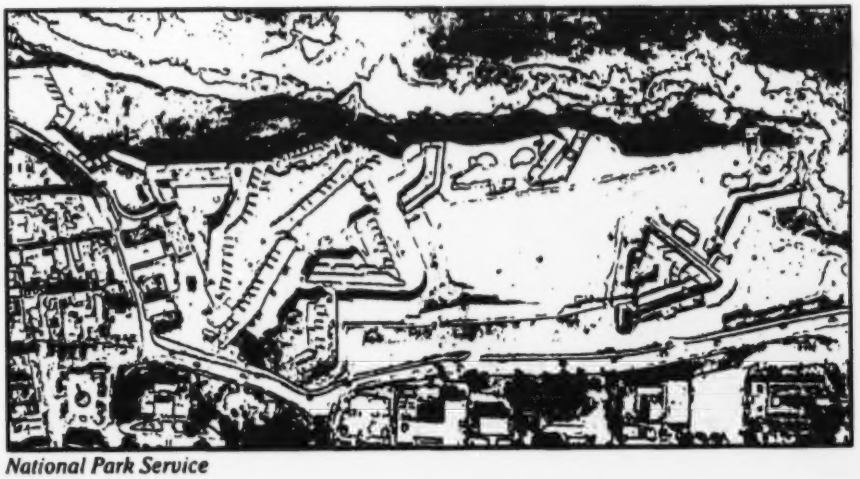
San Cristóbal illustrates a principle known as "defense-in-depth," in which each part of a fort supports, and is supported by, one or more other parts. This system means that even if an enemy breaks through an outer barrier, there are higher and stronger sections that the defenders can use to drive out the attackers.



Drawing 2: San Cristóbal.

Historic American Building Survey, National Park Service

Photo 2: Aerial view of San Cristóbal.



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Questions for Drawing 2 and Photo 2

1. Refer to the paragraphs on San Cristóbal in Reading 2. Which of the elements mentioned there–the city wall, the *cavalier*, the moat, the *plaza de armas* and the hornwork–can you label on Drawing 2?
2. How do the Santiago ravelin, the Trinidad counterguard, the great moat, and the hornwork illustrate "defense-in-depth"?

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Setting the Stage

Explain to students that Spain began developing a New World empire when men such as Christopher Columbus started searching for a shorter route to the spices available in the Orient. Although they could not find a shorter passage, explorers soon discovered that the Americas offered other equally profitable resources–most notably vast quantities of gold and silver.

In 1493, Columbus became the first European to visit Puerto Rico, an island situated at the gateway to the Caribbean from Europe. The Spanish then ignored the island until 1508, when Juan Ponce de León established a small settlement there he called Caparra. Puerto Rico then became part of an empire that would last until the end of the 19th century. "New Spain," as the government called the territory it claimed in the Americas, at times extended from Florida down through South America, from the eastern end of the Caribbean across Central America to the Pacific Ocean. Spain soon discovered that its people and possessions needed protection from both the native population it tried to control and from other European nations who also wanted the region's wealth. To protect its empire, Spain developed a series of forts; among the most important were those in Puerto Rico.

Putting It All Together

The following activities will help students better understand the chronology of European control of the Americas as well as learn more about the history of their own community.

Activity 1: Spain and Other Colonizers

How did European control of the Americas change over time? Have students use an atlas or a world history book to find maps that show the areas of the Americas controlled by European nations at three or four different times–for example: 1600, 1650, 1750, and 1850. At each time, which European nation controlled the most territory? At what point did colonies become independent? What do these changes suggest about what was happening in Europe?

Activity 2: Comparing an Old City to a New City

Each community has a history and physical evolution of its own. Have students go to the library or local historical society to obtain an old map, or series of maps, of the local area. Insurance maps for successive 20-year periods are especially useful to find out how the buildings in a particular block have changed over the years. As the students are doing their research, have them consider the following questions: Were the houses built the same way? Are public agencies such as police and fire department, government buildings, and schools located in the same places as they were many years ago? Why did this happen? What unique structures appeared in each time period? Then have students combine their work to show how the area has developed over time. What forces might have caused the changes?

Activity 3: Photographing History

Have students, either working alone or as part of a small group, prepare a photo essay that tells the story of an important historic site in their neighborhood or community. All photos must have captions that explain their importance to the viewer, and each should be placed on a poster board in an attractive way. Each person or group should share his/her project with the other groups. As an introduction, each group should describe what aspects of the site first caught their interest. Then the class should discuss whether the essays as a whole create a comprehensive picture of the community's history, and consider why or why not.

How to Use Teaching with Historic Places Lesson Plans

Teaching with Historic Places lesson plans bring real places where history happened directly into your classroom. By examining carefully selected written and visual documents, students experience the excitement of historical investigation as they learn the stories of these special places. The lesson plan format and content fit comfortably into standard units and curriculum topics in history, social studies, geography, and civics. Most student materials can be removed easily and duplicated. Although the format allows flexibility, it was designed to present the material as described below:

Getting Started

Begin the lesson by asking students to discuss possible answers to the question(s) found on the page titled *Getting Started*. To facilitate a whole class discussion, you may want to use the master copy provided to make an overhead transparency. The purpose of the exercise is to engage students' interest in the lesson's topic by raising questions that can be answered as they complete the lesson.

Setting the Stage

Present the information in *Setting the Stage* by reading it aloud, summarizing it, or photocopying it for students to read individually or in small groups. This historical background familiarizes students with the lesson's topic.

Locating the Site

Provide students with photocopies of the maps, captions, and questions in *Locating the Site*. Students may work together or individually to answer the questions. At least one map familiarizes students with the site's location within the country, state, and/or region. Extended captions may be included to provide students with information necessary to answer the questions.

Determining the Facts

Provide students with photocopies of the readings, charts, and/or other documents included in *Determining the Facts*. The questions for each selection help ensure that students have gathered the appropriate factual information.

Visual Evidence

Provide students with photocopies of the lesson's visual materials or use the master copies to make overhead transparencies. Students may work together or individually to answer the questions. Some lessons require studying two photos together. Extended captions may be included to provide students with important information.

Rather than serving merely as illustrations for the text, the images are documents that play an integral role in helping students achieve the lesson's objectives. To assist students in learning how to "read" visual materials, you may want to begin this section by having them complete the *Photograph Analysis Worksheet* for one or more of the photos. The worksheet is appropriate for analyzing both historical and modern photographs and will help students develop a valuable skill.

Putting It All Together

After students have answered the questions that accompany the maps, readings, and visuals, they should complete one or more of the *Putting It All Together* activities. These activities engage students in a variety of creative exercises, which help them understand the big picture by synthesizing the information they have learned and formulating conclusions. At least one activity leads students to look for places in their community that relate to the topic of the lesson. In this way, students learn to make connections between their community and the broader themes of American history they encounter in their studies.

Teaching with Historic Places (TwHP) is a program of the National Register of Historic Places. The National Register is maintained by the National Park Service, U.S. Department of the Interior, as the nation's official list of cultural resources significant in American history, architecture, archeology, engineering, and culture. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into classrooms across the country. For more information, contact Teaching with Historic Places, National Register of Historic Places, 1849 C Street, NW, Suite NC400, Washington, DC 20240, or visit the program's Web site at www.cr.nps.gov/nr/twhp.

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